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ABSTRACT

This final report concentrates on conclusions and recommendations from a three-year longitudinal study of 48 mentally retarded adults who were graduates or dropouts from senior high schools in six rural Iowa school districts during academic years 1976-1982. Using data from structured interviews, the study sought to assess social and vocational outcomes in order to consider needed curriculum and support service changes in secondary school special education programs. Among summary recommendations supported by data are the need for affective education, direct teaching of cash-credit management and leisure activities, and expanded student mainstreaming in nonacademic areas. Recognition that parenting will continue beyond graduation should be reflected in preparation programs designed specifically for parents of EMH students. A full spectrum of post-high school services such as sheltered workshops and competitive employment is recommended, as well as additional curriculum provisions that focus specifically on the post-school adjustment phase. Additional instructional and support recommendations address such areas as consumer education, work experience and work-study support services, student participation in school activities, sex education, tax preparation, and preparing employers. Both the short and long forms of the interview are included in appendices. (JW)

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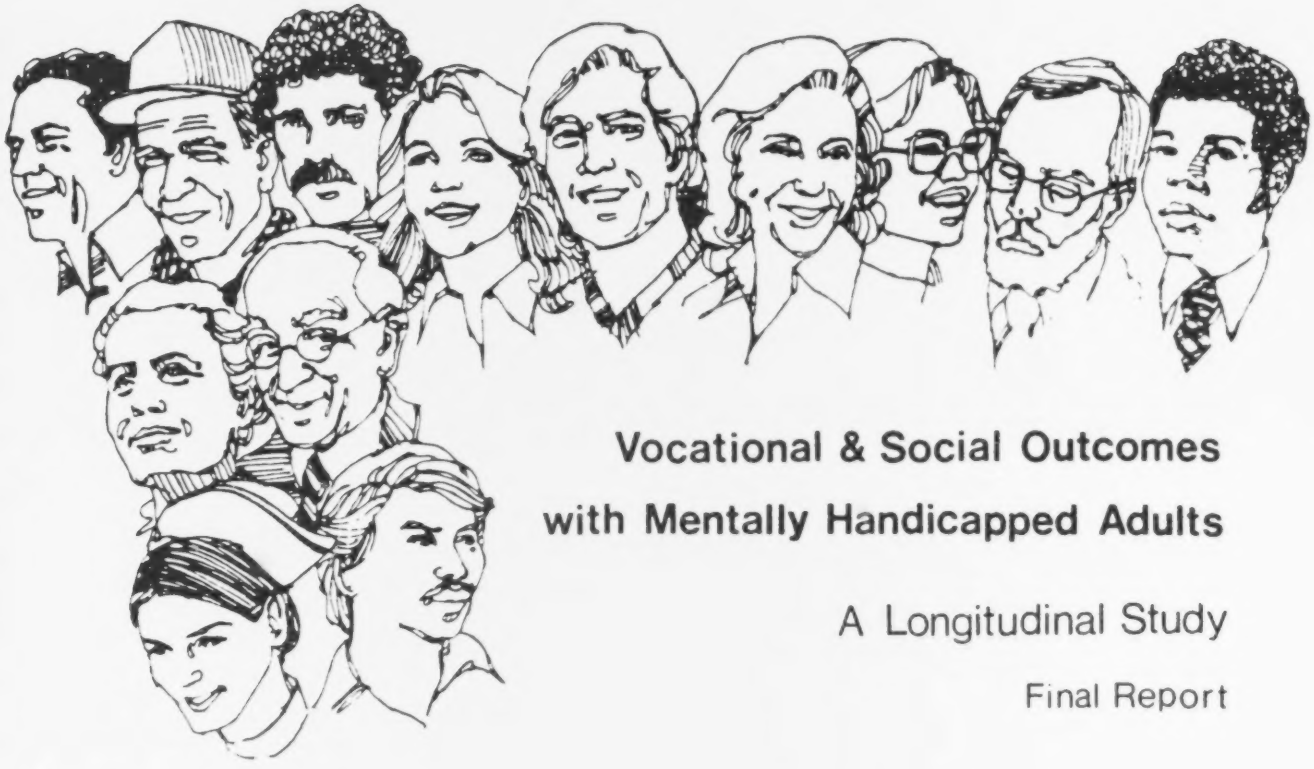
Keystone Area Education Agency



Vocational & Social Outcomes with Mentally Handicapped Adults

A Longitudinal Study

Final Report

Keystone

Division of Special Education

1983

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Abstract

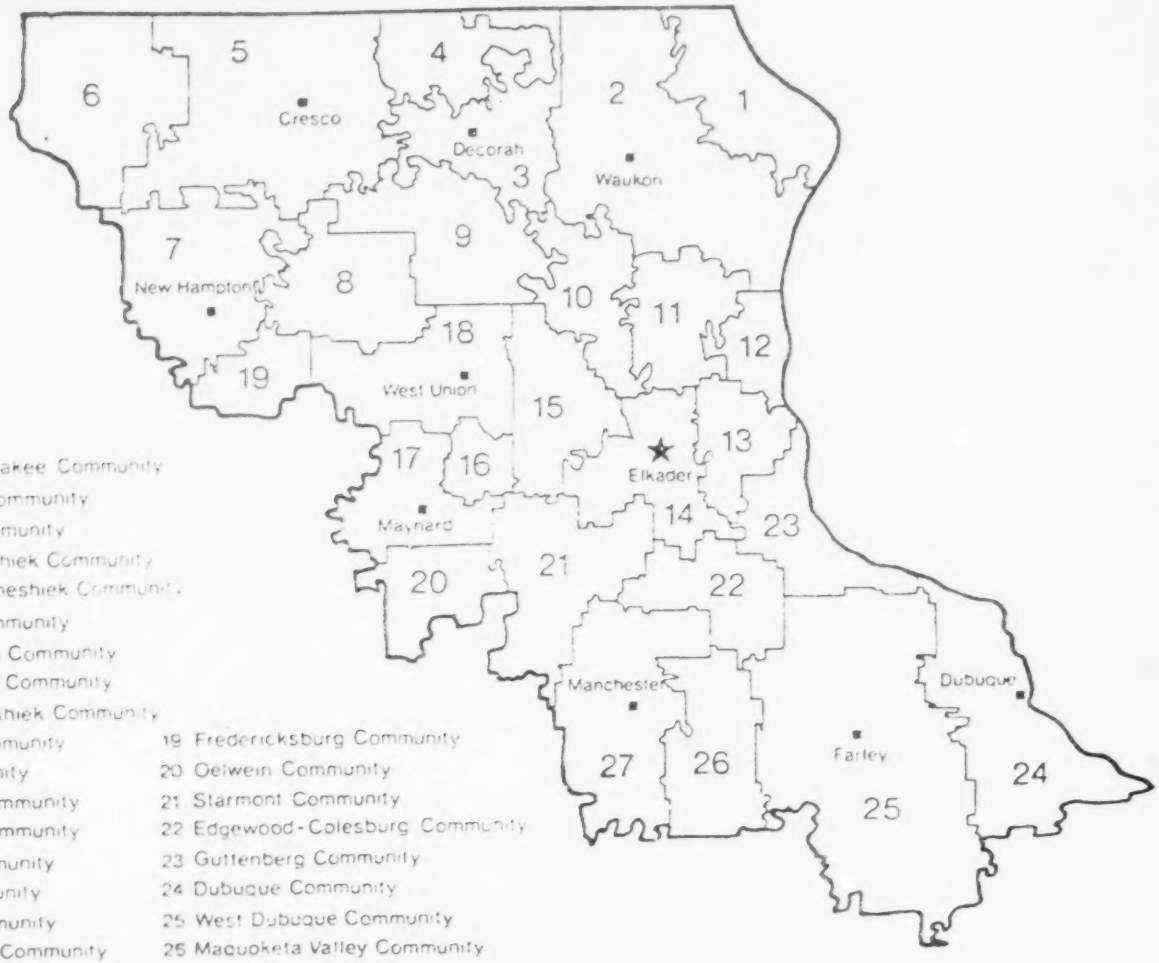
The Division of Special Education of the Keystone Area Education Agency initiated this study to observe and gain further insight on the vocational and social outcomes of special education mentally handicapped graduates.

Areas of emphasis were employment status, place of residence, social and emotional needs, and utilization of community resources. The results of this effort will be seen in the continuous efforts to improve secondary instructional programs for mildly and moderately mentally handicapped students, as well as assistance to community agencies in understanding the needs of mentally handicapped adults.

This study focused on a rural population through annual contact with the subjects for a three year period. The report written during the first year of the study dealt with a similar comparison study conducted in Iowa (Heartland AEA XI). The final report deals with only the Keystone AEA study participants.

Only through continuous efforts on the part of Area Education Agencies, local school districts, area vocational technical schools, and community agencies will areas of comprehensive assistance be available to these mentally handicapped adults.

SURVEY AREA



* 1 Eastern Allamakee Community
* 2 Allamakee Community
* 3 Decorah Community
* 4 North Winneshiek Community
5 Howard-Winneshiek Community
6 Riceville Community
7 New Hampton Community
8 Turkey Valley Community
* 9 South Winneshiek Community
* 10 Postville Community
11 MFL Community
12 Mar-Mac Community
13 Garnavillo Community
14 Central Community
15 Valley Community
16 Fayette Community
17 West Central Community
18 North Fayette Community
19 Fredericksburg Community
20 Oelwein Community
21 Starmont Community
22 Edgewood-Colesburg Community
23 Guttenberg Community
24 Dubuque Community
25 West Dubuque Community
26 Maquoketa Valley Community
27 West Delaware Community

* indicates school districts involved in study

(ACKNOWLEDGMENTS)

The process of developing, undertaking, and completing any longitudinal study demands special effort on the part of all professionals involved with the study. This extra giving of oneself indicates a true desire to improve the instruction for handicapped students in the public schools. A special nod of appreciation should be given to the following individuals.

Eugene C. Pratt, Director, Division of Special Education, Keystone Area Education Agency

LaVerne Mosher, Assistant Director, Instructional Services, Division of Special Education, Keystone Area Education Agency

Dr. Cliff Howe, Chairman, Division of Special Education, The University of Iowa

John A. McClure, Supervisor, Special Education Instructional Services, Division of Special Education, Keystone Area Education Agency

Dr. Carol Bradley, Chief of Instructional Services, Division of Special Education, Department of Public Instruction

Robert Sherman, Work-Study Consultant, Division of Special Education, Keystone Area Education Agency

Richard Guilgot, Instructional Consultant, Division of Special Education, Keystone Area Education Agency

Michael Erickson, Work-Study Consultant, Division of Special Education, Keystone Area Education Agency

The Participating Work-Study Graduates

REVIEW OF LITERATURE

Past research relating to the adult adjustment of mildly retarded persons can be summarized by saying that:

1. A large percentage of former special education students had problems achieving a satisfactory vocational adjustment after they left school, at least during the first five years (Brolin, Durand, Kromer, & Muller, 1975, p. 147).

2. Such adults are employed in a variety of jobs, including some of higher status and pay than would be predicted by most special education professionals (Kokaska, 1968).

3. As a group, more are either unemployed or underemployed than would be the case for the typical adult (Martin, 1972).

4. For those who had been institutionalized earlier in their lives, mildly retarded adults spend much time trying to hide their past stigma of retardation and incompetence (Edgerton, 1967).

5. Within two major disability groups (EMH and LD) slightly fewer than half (49%) of the IEPs contained at least one vocationally related annual goal: of these, EMH students were much more likely (65%) to have VRG (Vocational Related Goals) than were LD students (27%) (Cobb-Phelps, 1983).

6. How well the mildly handicapped appear to be adjusting depends on when you follow them up. In a time of economic recession, for example, the situations of many persons -- handicapped or not -- can change drastically,

even within a few months time. The question is, how do mentally handicapped adults cope in terms of getting their jobs back or finding new ones? (Handford, Lussie and O'Leary, 1979)

A problem for researchers in this assessment area has been the different criteria of adjustment used in different studies. McCarver and Craig (1975) reviewed procedures and recommended that follow-up studies provide data for each of the following criteria:

1. Living environment (type of residence, amount of rent or mortgage payments, residential stability, satisfaction with living quarters)

2. Type of employment (place of work, skill level, job requirements)

3. Job changes (general stability, mobility up or down)

4. Savings and money management (debts, bank accounts, budgeting, installment buying)

5. Sexual problems (venereal disease, promiscuity, prostitution, homosexuality, illegitimacies, marital adjustment, exploitation)

6. Antisocial behavior (legal problems, arrests, delinquency, acts of violence)

7. Marriage and children (sexual adjustment, contraception, parental responsibility, health of children)

8. Use of leisure time (social contacts, recreational activities, hobbies, reading, travel)

Obtaining data in each of these domains still doesn't answer the questions of what should be judged as successful and what is considered failure. Longitudinal studies can begin to provide some normative data and have the advantage of permitting self evaluation of subjects over a period of time.

VOCATIONAL & SOCIAL OUTCOMES WITH MENTALLY HANDICAPPED ADULTS

- A Longitudinal Study -

Final Report

Follow-up studies of the mentally handicapped have generally been conducted with urban populations and have utilized a cross sectional design. In 1980, the Keystone Area Education Agency, located in northeast Iowa, implemented a three-year longitudinal study within six rural school districts. The target groups were mentally handicapped adults who were graduates or dropouts from senior high schools during the academic years of 1976 through 1982. The approach of this continuing evaluation design was unique because of the rural population involved -- the largest community has fewer than 8,000 residents -- and because repeated contacts were made with subjects over a three-year period.

The purpose of the study was to assess the social and vocational adjustments to an adult society, over a three-year period, regarding student outcomes in secondary school special education programs for mentally handicapped. A major objective was to utilize the results of this study as a basis to consider needed curriculum and support service changes in secondary school programs.

In order that related comparisons could be viewed during the initial study year, a replication (with minimal alterations) (see Appendix A) of the interview profile data form used by Handford, Lussie, and O'Leary (1979) was adapted. Although the Handford, Lussie, and O'Leary study followed up seventy-six (76) students graduating from work-study programs in Heartland Area Education Agency, a largely metropolitan area, graphic comparisons between the two studies were revealed.

Similarities Between The Two Evaluations

	Number of Subjects	Living at Home	Renting	Home Owner
Keystone AEA I	48	67%	23%	5%
Heartland AEA XI	76	63%	18%	7%

	Degree of Self Support $150.00 or More/Housing	Total Employment	Married
Keystone AEA I	7%	55%	18%
Heartland AEA XI	1%	69%	20%

	Antisocial Behavior	Savings Account
Keystone AEA I	5%	79%
Heartland AEA XI	5%	63%

The unique differences regarding the subjects of both studies were:

1. Dropouts as well as graduates were followed up in AEA I. The AEA XI subjects included graduates only.

2. Various levels of retardation were included in AEA I with three of the subjects placed in programs for the moderately handicapped. AEA XI subjects were all in the mildly mentally handicapped range.

3. All subjects in the Keystone Area Education Agency were followed up; in AEA XI, stratified random sampling was used in the metropolitan area because of the large numbers involved.

4. Subjects in the Keystone Area Education Agency study had been out of school up to three years; AEA XI followed up students five years after graduation.

5. More women were represented in both AEAs than has traditionally been true of earlier studies. AEA XI included 43 men and 33 women; the AEA I group included 28 men and 20 women.

The structured interview form (see Appendix B) was developed and utilized in the follow-up years 1981-1982. Interviews were conducted by two work-study consultants and one instructional special education consultant who served the targeted school districts of the study. This abbreviated version of the initial 1980 form was established to direct focus upon particular areas that were felt to be of priority and nonredundant.

This final document presents the data secured from the Keystone Area Education Agency study only and addresses issues that suggest curricular/structural changes for secondary Instructional Programs. One follow-up expectation of this study is to recontact each subject after three years to review status of the individual's social/vocational outcomes. Although these data will not merit publication of a new document, they shall be utilized in providing local program improvement.

INTRODUCTION

As a longitudinal study draws to a close, there is the hope that something of significance has emerged. In the many hours spent in interviewing, analyzing data, discussing trends and rejecting unsupported hunches, the participants in this study tried to adhere to sound principles of evaluation and to realistic objectivity. Several persons participated in the process of drawing the summary conclusions and developing recommendations. They are Dr. Cliff Howe, Chairman, Division of Special Education, The University of Iowa; John McClure, Supervisor, Disability Instructional Services, Keystone AEA; Michael Erickson, Work-Study Consultant, Keystone AEA; Richard Guilgot, Instructional Consultant, Keystone AEA, and Robert Sherman, Work-Study Consultant, Keystone AEA.

Throughout the report we note where recommendations are directly supported by numerical data or are the result of the process of interviewing, discussion, and other statistical and non-statistical information. The former are categorized as "supported by data" and the latter as "supported by other information." Secondly, the recommendations are clearly divided. Those that apply mainly to the classroom, the teacher, and the school are labeled "Instructional." Those that apply mainly to special education consultants, work-experience instructors, local school districts, administrators, and other AEA staff are labeled "Support." Obviously there is some overlapping in both categories.

DEFINITIONS

In discussing the summary recommendations, the following terms were used and are used in the written recommendations. The definitions follow.

Disability Terminology

(A) EMH - Educable mentally handicapped. Students in the 55-85 I.Q. range, in programs held in regular schools, who are usually integrated into some mainstream classes. Other terms often used for students identified in this disability category are EMD - educable mentally disabled, EMR - educable mentally retarded, and MMH - mildly mentally handicapped.

(B) TMH - Trainable mentally handicapped. Students in the 25-55 I.Q. range, are often in self-contained classrooms and are typically not academically integrated into mainstream classes.

(C) LD - "Learning Disability" is the inclusive term denoting deficiencies that inhibit a pupil's ability to efficiently learn in keeping with one's potential by the instructional approaches presented in the usual curriculum and require special education programs and services for educational progress.

These deficiencies occur in the acquisition of learning skills and processes or language skills and processes, including, but not limited to the ability to read, write, spell or arithmetically reason and calculate. These deficiencies may also be manifested in an inability to receive, organize, or express information relevant to school functioning.

The deficiencies displayed by pupils with learning disabilities are not primarily due to sensory deprivation, mental disabilities, severe emotional disabilities, or a different language spoken in the home. Students usually receive not more than two hours daily assistance in the LD resource classroom and are programmed through the regular curriculum.

Job Exploration - The student is an observer on the job for one or more class periods during the school day. It is a program designed to familiarize the student with employment and occupations in a general way. Experienced Based Career Education (EBCE) is an example of a highly formalized job exploration program. Neither student nor employer is paid in this setting.

OJT - On-The-Job Training. The student is an actual employee, during part of the school day or after school. It is a program designed to give the student real job experience in a specific occupation. Often the employee is partially subsidized for the wages paid to the student.

Funding

Types of funding sources utilized with special education students placed on OJT sites may include vocational rehabilitation services, CETA, National Association Retarded Citizens, Community/School Programs, as well as, individual employers paying for services received.

SUMMARY RECOMMENDATIONS

Supported by Data

1. Affective Education - There is a need for direct teaching related to the affective component of life's transitions. Both the data collected and information gathered from interviewing reveal that EMH graduates have a difficult time making life changes independently. The emotional side effects of making major adjustments in life are not well-addressed by most EMH programs.

Affective education must be taught. The usual lecture-discussion teaching methods may not be productive in this area. In developing this portion of the curriculum, the EMH teacher may need to enlist the assistance of the guidance counselor, home economics teacher, school nurse, and special education and work-experience consultant/instructor.

The teaching methods and techniques could include classroom theatre, role playing, and the use of real people, in their roles, from the community, such as businessmen and women, foremen and interviewers from factories, landlords, union leaders, etc. Much of the instruction should occur outside the classroom, "on location." Films, video tapes, audio tapes, filmstrips and high interest-low vocabulary readings also could be used. Many affective materials, such as the Goldstein "Skills Streaming" idea, should be examined and perhaps incorporated by the special education teacher.

A second portion of this recommendation relates to the expectations about affective growth that professionals hold for EMH graduates. It

seems increasingly evident that EMH graduates may never be as independent as others in making life transitions. Therefore, it would seem logical to instruct EMH students in the use of reference sources who can provide needed support. Such sources may be parents, relatives, co-workers, friends or agencies. The EMH teacher may wish to formally teach ways to locate, contact, and use reference sources, rather than rely on the supposition that all EMH students will be affectively self-sufficient. The data indicates most are not. As can be seen in Figure 1, fewer than 25 percent provide more than half of their own support for housing.

FIGURE 1

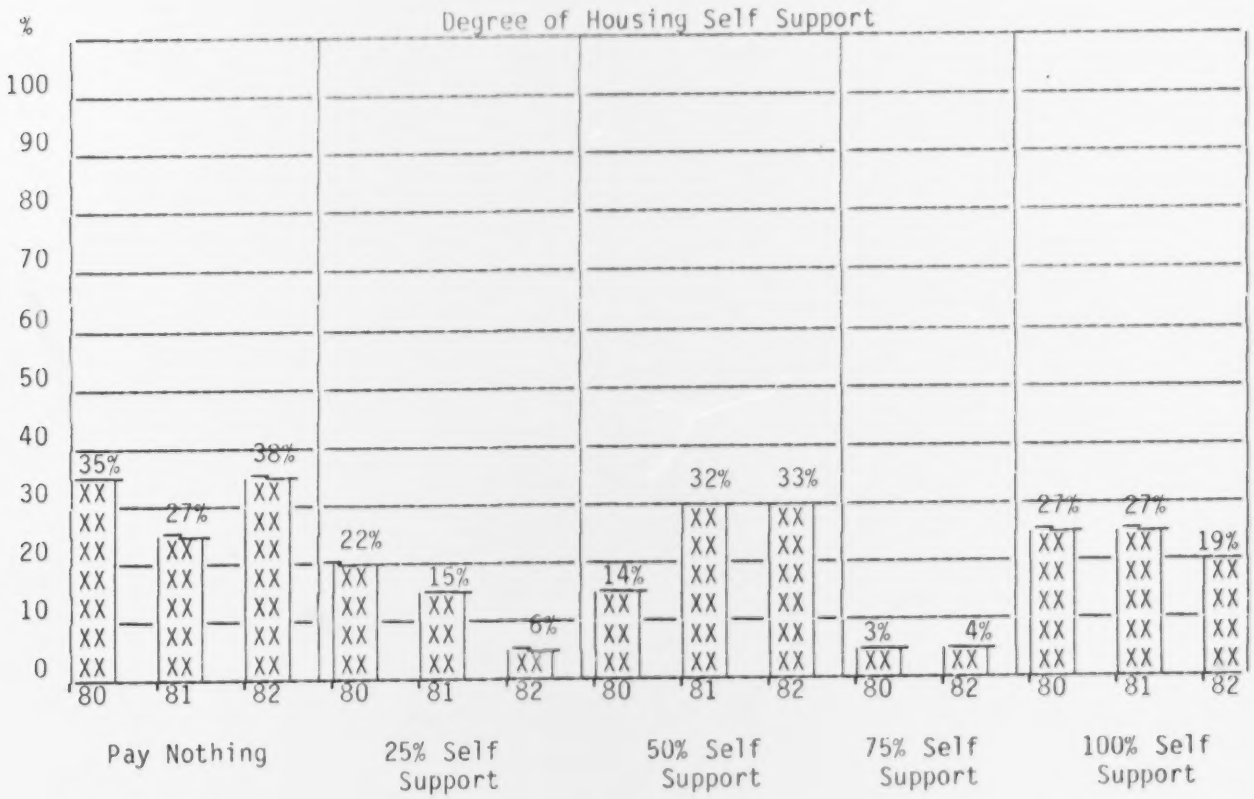


TABLE 1

Data on which Figure 1 is based and represents the cumulative numbers of former EMH students followed up in 1980, 1981 and 1982.

Year Followed Up	Pay Nothing		25% Self Support		50% Self Support		75% Self Support		100% Self Support		Cumulative Totals
	N	%	N	%	N	%	N	%	N	%	
1980	13	35	8	22	5	14	1	3	10	27	37
1981	11	27	6	15	13	32	0	0	11	27	41
1982	18	38	3	6	16	33	2	4	9	21	48

2. Cash-Credit Management - We need to teach cash management and cash budgeting systems in a direct manner. As is evident by numerical data and information gathered from interviews, most EMH graduates deal mainly in cash. They seldom borrow or use checking accounts, although many (79%) may have a simple savings account.

The study also revealed that no major loans contracted during the three-year study were secured at local banks -- all were received through loan companies. This suggests that more instructional time be given to education about loan companies, their services, and accompanying charges.

In planning direct instruction of cash management and budgeting, the EMH teacher should re-examine the value of time spent teaching about banking, checking, borrowing, and interest.

3. Integration into the mainstream - The relative integration of a properly identified EMH student, with 4th to 8th grade skills, into academic high school courses should be scrutinized very carefully. Integration into science and social studies courses is often unrealistic; integration into non-academic areas is perhaps of more value, and should continue or be expanded.

Special education teachers may wish to consider team-teaching sections of functional science, social studies, English, etc. for classes consisting of EMH students, selected L.D. students, and low functioning regular students. This approach has the advantage of providing curricular expertise in given subject areas, of serving the selected LD and low average students more realistically, and of providing all of the students with conceptually appropriate knowledge rather than an "adjusted grade."

Such a system of team-teaching would also build support for the EMH and L.D. programs and direct staff attention to the needs of the lower quarter of the school population.

Finally, this approach involves mainstream teachers with special students on a more personal basis and allows them to teach at a less complex level without feeling that they are slighting brighter students.

4. Leisure Activities - A review of the data and extensive interviewing materials makes it apparent that the leisure activities of EMH graduates are limited. This study indicated that nearly 50% of the students interviewed were involved with only solitary and passive leisure activities. Fear or discomfort, rather than lack of money, seems to explain the lack of activity.

Two recommendations seem appropriate. First, for those EMH students who have a high potential for leading more functional leisure lives, the special education teacher should consider teaching leisure activities outside the classroom. Experiential learning seems to be the key, e.g., actually going to the bowling alley, the movie, the restaurant, an arcade, a church softball game, a fish and game club meeting, a trap shoot, a quilting group, a cross-stitch club, an adult education class, a choir practice, or actually

developing an understanding of sports and how to follow them in person, on the sports page, or on cable T.V.

This suggests that the special class teacher needs to contact people in selected leisure professions to let the students really get a taste of these activities. Representatives of these professions could visit the school. As in other areas, the special class teacher should look at out-of-the classroom activities as a regular part of the special education program, not a special event.

Second, for those EMH students who will probably always be more shy, less likely to leave the house, or who are loners, the teacher should consider appropriate solitary leisure activities. Some EMH students will never be comfortable with others. "Social leisure" is simply too anxiety producing to be enjoyable, and a more realistic approach in teaching appropriate solitary leisure time activities should be considered. Solitary recreational activities could include hunting, fishing, carving, crocheting, knitting, weaving, wild-life study, bird watching, hiking, bicycling, collecting, cooking, gardening, or exercising.

5. Voting - Interview data were clear. EMH graduates do not vote! If a considerable amount of instructional time is being spent on current political events, voting rights, and procedures in the classroom, we need to analyze the purpose and realistic outcomes. Interviewing confirms that EMH graduates not only do not vote, they do not read, listen to, or watch the news and are often unaware of elections. They generally are not registered to vote and don't care to vote. This study indicates that only 6% of those interviewed voted in 1983 in local elections, as compared to 12% in 1980 and

5% in 1981. Perhaps the allocation of instructional time for this area of concentration should be analyzed by special education instructors.

Data Based Support Conclusions

1. Prolonged Parenting - The parents of TMH students recognize the fact that their parenting will not really end when their child graduates from a special education program. Our evaluation data and interview information point to the fact that this is also true for the parents of many EMH graduates. The majority do not leave home, and continue to rely upon parents emotionally, socially, and economically. (See Figure 2.)

FIGURE 2

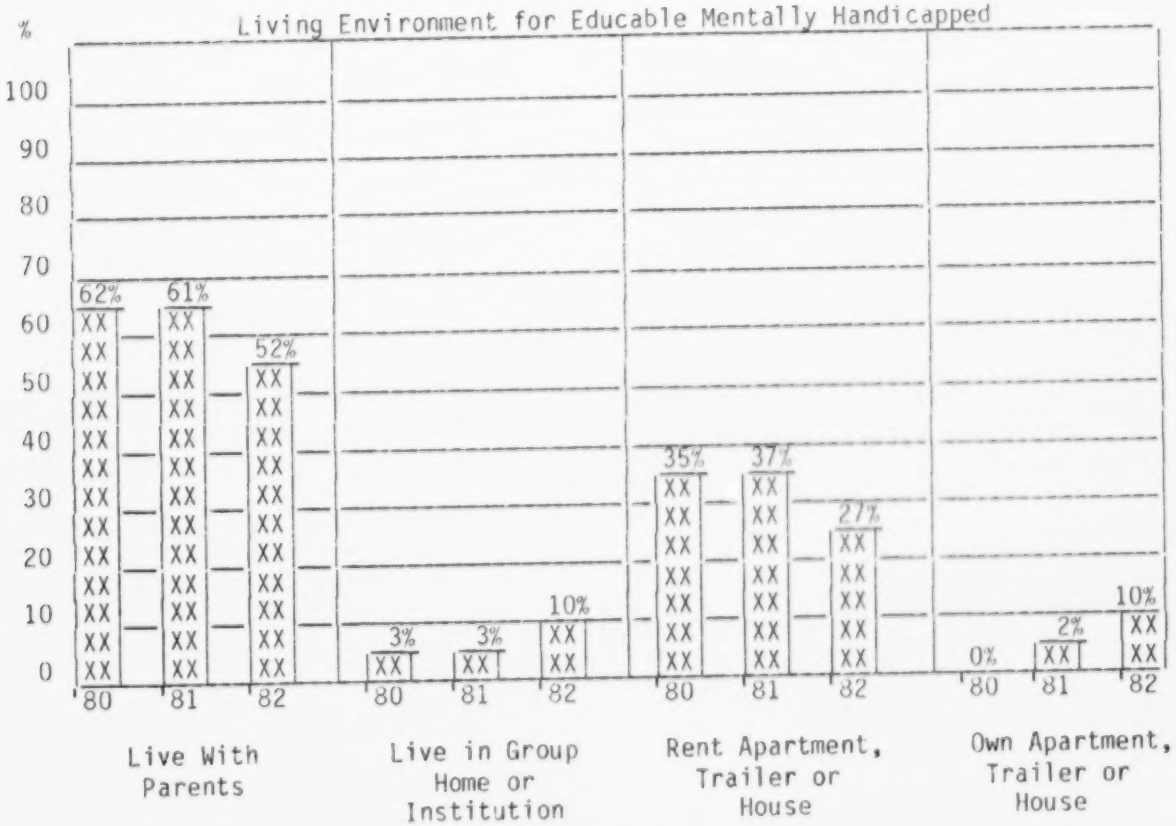


TABLE 2

Data on which Figure 2 is based and represents the cumulative numbers of former students followed up in 1980, 1981 and 1982.

Year Followed Up	Parents		Group/Home Institution		Rent Appt. Trailer or House		Own Appt. Trailer or House		TOTALS	
	N	%	N	%	N	%	N	%	N	%
1980	23	62	1	3	13	35	0	0	37	100
1981	25	61	1	3	15	37	1	2	42	103*
1982	25	52	5	10	13	27	5	10	48	99*

(*NOTE: Percentages do not total exactly 100% because one case was lost from the total group.)

The special education consultant (and EMH teacher) must face this reality and begin to help families prepare for it. This preparation would involve both the mentally handicapped student and the parents. The recommendations are:

A. That parents be made aware of realistic expectations, the need for some life-long parenting, and a generally lower level of independence among EMH adults.

B. That both the special problems of mentally handicapped adults, as well as possible solutions, be presented to parents as part of an ongoing, organized, sequential process.

C. That special education consultants work with special education teachers to make several topics a regular part of the curriculum - living with parents, securing appropriate leisure time activities, respecting parent's need for separateness and privacy, negotiating working relationships with parents, etc. Curriculum must address how to live successfully at home -- emotionally, financially and socially.

D. That parents be made aware of how to live with a mentally handicapped adult or with life-long parenting. This emphasis will probably include the use of meetings, seminars, home visits, the development of pamphlets and handouts and

perhaps regional conferences at vocational-technical schools or other events sponsored by local groups such as ARC, ALCD or others.

E. That consideration be given to utilizing parents in the classroom as part of the curriculum.

2. Full Spectrum Post-High School Services - In rural communities, both adult day-care and work-activity are offered. However, these communities do not offer such other opportunities as sheltered workshop employment, adult OJT, and well-supervised competitive employment. Several quite specific problems related to the lack of opportunity emerged from this study:

A. Some low functioning EMH graduates seem trapped at the work-activity level.

B. Some EMH lower functioning graduates need a workshop level program.

C. Some high functioning TMH graduates seem trapped at the day-care or work-activity level and cannot take advantage of partial/total competitive employment opportunities.

D. Generally, once the TMH and EMH graduates leave school programs, they tend to become locked in at sometimes unnecessarily low levels of employment. There is little impetus to place them at higher levels of work.

E. Higher functioning EMH students need the option of post-school programming at technical schools.

The recommendation is that a full spectrum of post-high school services be developed. This begins at day-care and proceeds through work-activity, sheltered workshop, OJT, and well-supervised competitive employment. Secondly, parents should be made aware of the need for this spectrum of service and the need to keep doors of opportunity open. The initial post-high school placement should be viewed as a stepping stone, not a final placement.

3. Sexism - There are some indicators that there may be some inadvertent but real discrimination on the basis of sex in providing employment-experience opportunities. The fact is that women do comprise an evergrowing portion of the work force. The following recommendations should be considered:

First, that special education programs guard against channeling girls into stereotyped job explorations and OJT positions. Twenty persons of the study group were employed women. Major types of occupation, viewed in this study, would be considered traditional and indicated low expectation on the individual response for placement and/or assistance in job securement.

Second, that we examine our curriculum to assure that we do not discriminate and that we do not present sexist views in instruction.

4. Life Support - Several statistics point to the fact that EMH graduates have been less adaptive, less independent, less successful, and less flexible through their school years. At the same time, they required much greater support than peers to achieve as well as they did. It is only logical to assume, and it is supported by the data, that these patterns

will continue into early adulthood and beyond. Therefore, there is a need for continued support after the school years when school programs can no longer serve them. There is a crucial void at this level. To fill this void the following steps are recommended:

First, the curriculum should include teaching EMH students what, if any, post-high school support services are available and provide for actual visitations to them before graduation.

Second, "senior conferences" should be held in the fall, not for the purpose of evaluation, but to determine what steps must be taken to assist the student in the transition from school to life. Exit staffings would still be held in the spring, regarding performance completion of the secondary instructional program.

Third, the employment of a full-time professional staff person may be a solution to assist in the post-school adjustment phase. This ombudsman could be sponsored and paid through any number of sources, including money from private trusts, the Department of Public Instruction, the state universities, the Department of Social Services, Association for Retarded Citizens, Region I Coordinating Agency, Northeast Iowa Technical Institute, Vocational Rehabilitation services, or, more likely, some combination of these.

It would seem logical that if the EMH graduates remain employed, married, insured and healthy, that they will not only provide for themselves but will require fewer social services. This concept seems justifiable both in humane terms and economically (See Figure 3).

FIGURE 3

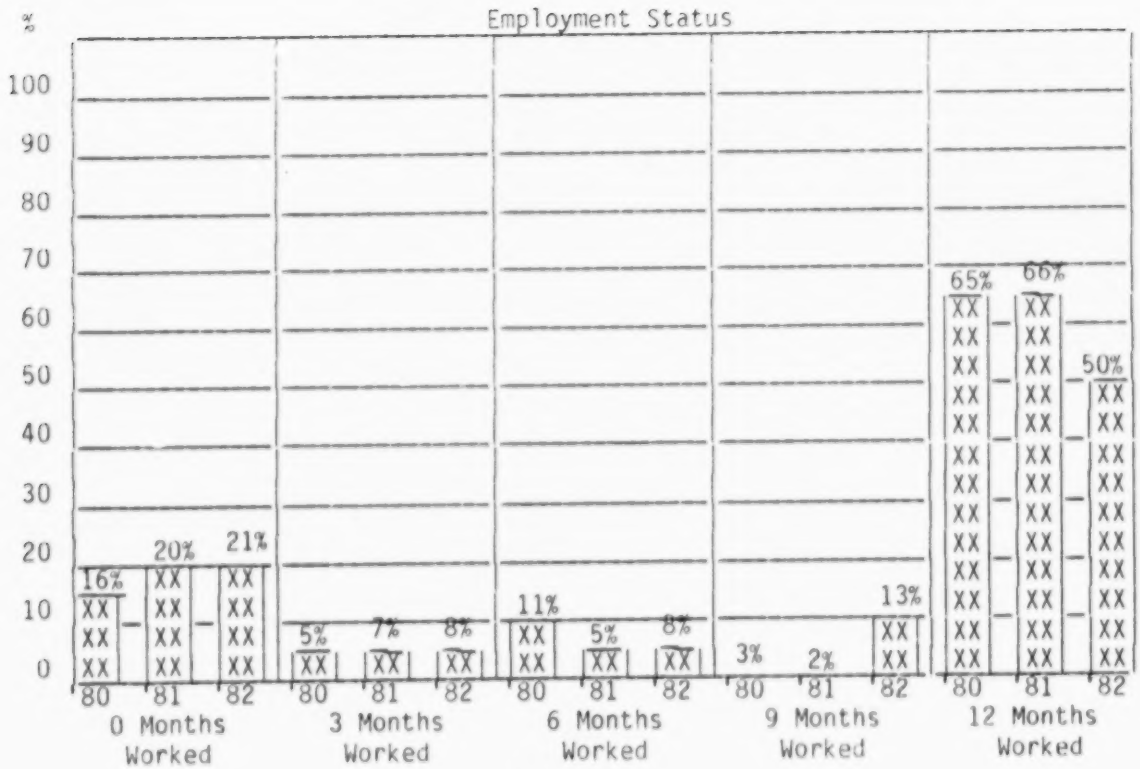


TABLE 3

Data on which Figure 3 is based and represents the cumulative numbers of former EMH students followed up in 1980, 1981 and 1982.

Year Followed Up	0 Months Worked		3 Months Worked		6 Months Worked		9 Months Worked		12 Months Worked		Cumulative Totals
	N	%	N	%	N	%	N	%	N	%	
1980	6	16	2	5	4	11	1	3	24	65	37
1981	8	20	3	7	2	5	1	2	27	66	41
1982	10	21	4	8	4	8	6	13	24	50	48

Supported by Other Information - Instructional

1. EMH Graduates as Consumers - The EMH graduates do not use a wide variety of local businesses and services in their communities. As with leisure activities, it appears that they often shy away from the unfamiliar--which is threatening. A two-fold recommendation may be considered:

For those who seem potential users of community services, the special education teacher should consider providing that exposure while the students are in school. It would seem logical to make in-person visits to all kinds of retail stores, doctors, dentists, barbers, beauty shops and repair stores.

The special education teacher should also consider alternatives and supplements to classroom visitations. These could include using catalogs, making phone-in orders, finding persons to accompany individuals for shopping, and shopping thrift stores or Goodwill stores. Locating the relatively more effective personalities of the business community is highly suggested.

2. OJT Employer EMH Teacher Link - There seems to be a need for a more direct link between the OJT employer, special education instructor, and the work experience support staff. Normally, a teacher referral is made to the work-experience support staff member, vocational assessment staffing is completed, and initial placement is accomplished. The OJT instructional goals are sound and the student begins work-experience at the

site. However, problems arise according to the changing nature of the job, the goals, or the student's personality. Changes in these may necessitate changes or actual revisions in the work agreement. It is at this point that communication among all individuals involved ordinarily becomes problematic.

It is suggested that the special education instructor, work-experience support staff, employer, and student hold periodic conferences to help conflicts from occurring and to resolve them as they occur. Quarterly reports submitted to the special education instructor by the work-experience consultant is not sufficient in maintaining effective communication between the classroom and work-site.

3. Exploratory Employer EMH Teacher Link - It is recommended that the communication between the special education teacher and work-study consultant be strengthened to assure a successful relationship between the site and related instruction in the classroom. The special education teacher may wish to assume more responsibility in the follow-up activities of students in exploratory work-experience sites.

4. School Activities - It appears that such problems as inappropriate behavior, poor socialization, and a lack of participation in school activities are the result of the EMH student's low self-concept. This is understandable because most likely the EMH student has always had a hard time in school. "Solutions" have sometimes contributed to the problem. Forcing participation can cause great discomfort and anxiety in the student. This, in turn, can result in even greater resistance, noncooperation, refusal, compensatory behavior, or even dishonesty. There still seems to be value in fuller participation in school activities, with

some important modifications. The EMR teacher is asked to consider these recommendations:

First, the EMH teacher needs to understand the basis for an EMH student's refusal to participate in school activities. For most EMH students, refusing to participate is an expression of fear or great discomfort. EMH students are not going to voluntarily place themselves in situations that they perceive will cause great discomfort or failure.

Second, the EMH teacher should select activities that are non-threatening, to the EMH student, especially when first attempting to involve the student in school activities.

Third, activities should be selected that do not require high levels of independence or that threaten to expose the student's low level of academic skill.

Fourth, arrangement should be made for a smooth, safe, comfortable entry into the activity. Have the student meet with the sponsor individually, try out the activity privately, learn what is really involved, and get a list of the steps required before the activity begins. Students need to learn about the activity in the safety of the EMH classroom or individually.

Fifth, consider realistic roles for students, such as sport manager, equipment person, band assistant, or crew member for a play. None of these suggestions places the student in a major role, but the student is much more likely to participate at these levels.

Sixth, when considering participation in sports, look to the minor or less complex sports and team sports that carry second and third teams, such as track and field, swimming, and wrestling.

In summary, special education teachers should be very realistic about school activities for their students. They need to understand that their students may refuse to participate because they are fearful. When planning activities, teachers should give prime consideration to the emotional comfort of their students. It seems appropriate to look to minor sports for students to engage in and to supporting roles for student involvement in other activities. Finally, special education teachers need to work closely with sponsors of activities and to guide students through the activities initially without others present.

5. Sex Education - The interviews reveal that special education students and graduates are sexually active, have had children out-of-wedlock, have been sexually exploited, have contracted venereal disease, and do experience frustration and dissapointment in dating, marriage, and child rearing. The next recommendations relate to this reality.

The EMH curriculum must include sex education, which, as a formal program, should begin in junior high school. Family Planning Services should be directly involved. The school nurse, guidance counselor, home economics teacher, and principal should also be formally involved in both planning and implementing the sex education program. The approval of the local school district board is also recommended.

Parents, too, should be involved, informed, and offered a chance to keep their child out of parts or all of the program. Their written permission or endorsement should be obtained after they have had a chance to review the many aspects of the program.

Real-life child care opportunities should be provided to both boys and girls at day-care centers or preschools. This experience can demonstrate to students the many aspects of child care, and demonstrate that it can be very demanding, complex, and frustrating -- as well as rewarding.

5. Tax Preparation - While much time in EMH classrooms is spent on tax preparation, this study revealed that most EMH graduates have someone else -- a family member, a friend, or a commercial preparer -- do their tax work. It is important that students learn how to get a tax refund. They should know what papers and information should be saved throughout the year, and how to complete the most simple tax forms. They should also learn how to find out who can prepare taxes for them inexpensively and accurately. We recommend, however, that much of the time spent "learning" the complexities of tax preparation be spent on other learning activities.

Supported by Other Information - Support

1. Best Practices Guide - Since there is a great variability in programs and a desire for guidance, it would be useful to have a "best practices" guide for EMH programs at the high school level. The Department of Public Instruction, college, or university special education programs, doctoral candidates, and area education agency personnel would all be in a position to prepare such a guide focused on rural Iowa.

2. Career Education and Vocational Education for Selected L.D. Students - While resource students in learning disability programs are the responsibility of the mainstream teaching staff, the fact is that some L.D. resource students need for credit vocationally related instruction. The teacher and student time spent helping the L.D. student minimally pass academic classes could better be spent on career and vocational instruction.

The evaluators, in interviewing special education teachers and students, found that there are significant similarities between selected L.D. students and many EMH students, in that both need vocational-career education. We recommend that L.D. students have available, during their junior year, the option of earning one credit for vocational-career instruction by the L.D. teacher, EMH teacher, regular teacher, or a team-teaching combination. This instruction could be and should be: with job exploration, as described in the Definitions section of the Introduction to this study. We further recommend that selected L.D. students have available, during their senior year, the option of earning one credit for vocational-career instruction, taught by the LD teacher, EMH teacher, or both. This could be combined with Distributive Education, Office Education, or school-community educational programs, as described in the Definitions section of the Introduction to this study.

3. Preparing Employers - Currently comprehensive vocational evaluation is completed on each student before placement in any of the training options -- job exploration, school-community program, or OJT. The purpose of the evaluation is to match the student with the appropriate kind and level of training available. In preparing employers to hire the EMH student, several suggestions are made:

First, vocational evaluations are valuable and should continue. Second, the training option should be very carefully matched to the individual student. The most easily available job may not at all be appropriate. Third, work-study consultants and work-experience instructors need to be completely candid and realistic with potential employers and trainers. Placing under-qualified or over-qualified students on jobs is counter-productive for the student and may jeopardize a potentially good work site that may be suitable for some other student.

Fourth, a definitive written job description and written goals should be compiled by the work-study consultant or work-experience instructor before placing a student. These materials should refer to salary, hours, and schedules, as applicable. The employer-trainer, student, parent, and teacher should all have copies of the material. It is essential that all parties know what is to be provided or expected of one another. All components of the work agreement should be clarified in writing.

4. Spectrum of Work-Study Support Services - Work-study consultants and work-experience instructors presently provide on a referral basis the following six support services to all local school districts: vocational assessment, placement, follow-up, related instruction, curriculum development and inservice. The goal of work-experience site placement is to allow the student to progress from job exploration site to an eventual on-the-job-training position.

Evidence from the interviews suggests, that placing students who do not have Exploratory Site Experience in paying jobs -- regardless of their maturity or personality -- can be counter-productive. Among special education students, too early OJT placement can actually increase the chances of dropping out or of becoming less involved in school.

A comprehensive job exploration program complemented with effective related instruction in the classroom is an important variable in assuring successful OJT experience. The exploration (non-paid) phase of the secondary instructional program cannot and must not be viewed as optional. When special education students are not granted adequate pre-vocational training in the instructional classroom and rushed into the job exploratory phase, failure often occurs.

Supported by Other Information - TMH Recommendations

The major focus of this study was EMH graduates in two rural Iowa counties, involving six school districts. TMH graduates were also followed. However, because of the small sample of TMH graduates, the just emerging group homes trend, and the lack of a full spectrum of post-high school services for TMH graduates, recommendations are limited.

As indicated earlier, some TMH graduates seem "locked in" to their post-school options. Those who are channeled into developmental centers, or who live successfully in group homes, should be offered the opportunity to try sheltered workshop employment and well-supervised competitive employment.

Whether a moderately handicapped student is provided the opportunity of competitive employment appears to be based upon the initiative of the special education instructor and special education consultant. Provision for work-study experience appears to be totally subjective and based upon generalized pre-determined expectations.

It is first suggested that options of job exploration and OJT similar to those offered to mildly handicapped students also be established for higher functioning moderately handicapped students. The opportunity to succeed in either partial or total competitive employment should be a right of these students.

Second, certain trends for TMH graduates should be encouraged to continue. TMH graduates are making smooth transitions to adult day care and work-activity. This seems to be the result of preparation by a less academic curriculum and cooperation between the staff, the local school district program, and the developmental centers.

Third, parent education, regarding realistic social/vocational options for moderately handicapped students after securing school programming, needs to be reviewed.

FOLLOW-UP SERVICE OBJECTIVES

Curricular and support service modifications can occur only if the reader of this document reviews the data as being pertinent, relates the information to personal gains/satisfaction, and is willing to address issues that are not traditional in nature. In order to initiate action the following efforts shall be requested of various agencies.

Keystone AEA

1. All special education consultants and work-study support staff shall be provided an inservice reviewing the study and its findings.

2. Special education consultants will be requested to provide within their assigned areas local school district inservices regarding the study and discussion regarding necessary curricular modifications.

3. Work-study support staff shall review their present policies/procedures regarding securement of selected work-experience sites, related instruction and follow-up services to analyze possible modifications in these areas.

4. Keystone administrators shall continue to initiate various follow-up studies/activities that attempt to assist the local school districts' special education programs.

Local School Districts

1. After receiving inservices relating to this study, special education instructors shall be requested to analyze their present board-approved curriculum to make necessary curricular changes.

2. Local school districts shall be asked to develop a brief (but thorough) policy/procedure statement regarding their work-experience component of the secondary programs in order to provide clarity to this area.

3. Local school district administrators shall be asked to encourage and support the endeavors of their special education staff in the attempt to make necessary affective curricular modifications in the interest of improving instruction for handicapped students.

Area Vocational Schools/Area Developmental Centers

Periodic communications shall be initiated with these two agencies to attempt to secure a variety of activities that may assist special education graduates.

Other Agencies

Inservices should be provided to various agencies responsible for assisting post-school services, discussing possible alternatives in providing improved services to special education graduates.

Only through a positive attitude and consistent desire to improve instructions/services for handicapped students will change occur. Through continued efforts on the part of Keystone AEA, local school districts, the business community, other service agencies, and parents of handicapped students, effective education shall be the true outcome.

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APPENDIX A

4. How long have you been employed there?
   (1) Less than 6 months
   (2) 6-12 months
   (3) 12-24 months
   (4) 24-36 months
   (5) N/A

5. How many hours a week do you work?
   (1) 0-15
   (2) 15-25
   (3) 25-35
   (4) 35 or over
   (5) N/A

6. How did you find your present job?
   (1) Work-Study Teacher
   (2) Counselor
   (3) RESB
   (4) Consultant
   (5) Parent/Family
   (6) Friends
   (7) Employment Agency
   (8) Newspaper
   (9) Self
   (10) N/A

7. What is your hourly wage?
   (1) Less than $1.50
   (2) $1.50 - $2.00
   (3) $2.00 - $2.50
   (4) $2.50 - $3.00
   (5) $3.00 - $3.50
   (6) $3.50 - $5.00
   (7) Over $5.00
   (8) N/A

8. How do you get to work?
   (1) Walk
   (2) Taxie
   (3) Drive
   (4) Hitch Hike
   (5) N/A
   (6) Parent
   (7) Friend

9. What type of work would you like to do 5 years from now?

   Type _____

   Why? _____

10. What part of your living expense do you pay?
   (1) All
   (2) 75%
   (3) 50%
   (4) 25%
   (5) None

11. Are you receiving any money/service from any place else? NOTE: RESB/Social Services
   (1) Yes (2) No Specify Type/Length _____

   _____

ADDITIONAL COMMENTS

12. What classes/school have you gone to?

ADDITIONAL COMMENTS

_____ Date _____ Location _____

_____ Date _____ Location _____

_____ Date _____ Location _____

Aditional Comments:

WORK EXPERIENCE PROGRAM

13. Did you have a paid job while you were in high school?
(1) Yes (2) No (3) Name of Job _____

14. When did you start to work on a paid basis as part of your high school program?
(1) 10th (2) 11th (3) 12th

15. Did you ever work for pay before you were in high school?
(1) Yes (2) No Name of Job _____

16. Who was responsible for your job placement in high school?
(1) Work-Study Teacher
(2) Counselor
(3) RESB
(4) Consultant
(5) Parent/Family
(6) Friends
(7) Employment Agency
(8) Newspaper
(9) Self

17. How many different paid jobs did you have while you were in high school?
(1) N/A
(2) 1-2
(3) 3-4
(4) 5 or more

18. How helpful do you feel Mr. _____ class was in getting you ready for full-time employment?
(1) Greatly helpful
(2) Somewhat helpful
(3) Only a little helpful
(4) Not helpful
(5) N/A

19. Tell me three things you learned in high school which helped you on your present job.

_____

_____

_____

20. How helpful do you feel your school program was in preparing you in general homemaking skills like cooking, cleaning, doing laundry, etc.?
(1) Greatly helpful (4) Not helpful
(2) Somewhat helpful (5) N/A
(3) Only a little helpful

21. How helpful do you feel your school program was in preparing you to handle money, understanding your paycheck, taxes, making change, etc.?
(1) Greatly helpful (4) Not helpful
(2) Somewhat helpful (5) N/A
(3) Only a little helpful

ADDITIONAL COMMENTS

LIVING ARRANGEMENT

22. Current Housing.
(1) Parents' Home (4) Own Home
(2) Rented House (5) Group Home
(3) Rented Room/Apartment (6) Residential

23. Amount of Monthly Rent Paid by Individual?
(1) Less than $60 (4) Over $225
(2) $60 - $150 (5) Does Not Pay Rent
(3) $150 - $225

24. Amount of Monthly Rent Paid by Others?
(1) Less than $60 (4) Over $225
(2) $60 - $150 (5) Does Not Pay Rent
(3) $150 - $225

25. Length of Time in Current Residence?
(1) Less than 1 year (3) 3-4
(2) 2-3 (4) 5 or over

26. Number of housing Changes Since Graduation?
(1) 0 (3) 3-4
(2) 1-2 (4) 5 or Over

27. Distance From Current Residence to Parents' Home?
(1) 0 (4) 6-25 miles
(2) Less than 1 mile (5) Over 25 miles
(3) 5 miles

MARITAL STATUS

28. Marital Status?
(1) Single (3) Divorced
(2) Married (4) Separated

29. Length of Time Married?
(1) Less than 1 year (4) Over 5
(2) 2-3 (5) N/A
(3) 4-5

30. Number of Children?
(1) 0 (3) 2
(2) 1 (4) 3 or More

31. Met Spouse?
(1) School (5) Social Activities
(2) Work (6) Other
(3) Family/Friends (7) N/A
(4) Church

32. If Single?
(1) Engaged (4) Seldom Date
(2) Steady Boy/Girl Friend (5) Never Date
(3) Date Frequently (6) N/A

GENERAL INFORMATION

33. Do you have a driver's license?
(1) Yes (2) No

34. Do you have a car?
(1) Yes (2) No

35. Number of traffic violations in the last year?
(1) 0 (3) 3-4
(2) 1-2 (4) 4 or more

36. Other than traffic violations, have you been arrested since high school?
(1) Yes (2) No Specify _____

37. Have you been on probation?
(1) Yes (2) No Specify _____

38. Have you ever voted in an election?
(1) Yes (2) No Specify _____

39. Do you have a savings account?
(1) Yes (2) No

40. Do you have a checking account?
(1) Yes (2) No

41. Do you have any loans?
(1) Yes (2) No Specify _____

42. What did you do during your last vacation time from work?

43. Do you belong to any clubs or organizations?
(1) Yes (2) No Specify _____

_____

ADDITIONAL COMMENTS

44. Name me three things you do in your free time.

_____

_____

_____

45. Who are your three best friends?

_____ Type of Work _____

_____ Type of Work _____

_____ Type of Work _____

46. Tell me the names of some of your classmates that you know are still around and where they live.

SCHOOL DATA

Name _____

Address _____ City _____

Date of Birth _____

47. Sex
(1) Male (2) Female

48. High School
(1) Decorah (4) Waukon
(2) Cresco (5) Abner Hendrickson School
(3) Lansing

49. Year Graduated
(1) 1975 (4) 1978
(2) 1976 (5) 1979
(3) 1977

50. Length of Time in Special Education (years).
(1) 3 (4) 8-9
(2) 4-5 (5) over 10
(3) 6-7

51. Current Age
(1) 18 (4) 21
(2) 19 (5) 22
(3) 20 (6) 23

52. Age placed in Special Education
(1) 6-7 (4) 12-13
(2) 8-9 (5) 14-15
(3) 10-11

ADDITIONAL COMMENTS

MAINSTREAM

ADDITIONAL COMMENTS

53. Home-Economics _____ Number of years

54. Art _____ Number of years

55. Music _____ Number of years

56. Industrial Shop _____ Number of years

57. Driver's Ed. _____ Number of years

58. Physical Ed. _____ Number of years

59. Typing/Business _____ Number of years

60. Other-Specify _____ Number of years

61. Participated in Athletics?
(1) Yes (2) No What _____

_____

62. STUDENT

Question: In general, how do you think you are doing on the job?

A.

very poor	poor	average	good	very good

Question: In general, how do you think you are doing living on your own?

B.

very poor	poor	average	good	very good

Question: How would you rate your high school program?

C.

very poor	poor	average	good	very good

64. INSTRUCTOR

ADDITIONAL COMMENTS

Question: How well do you think he/she is doing on the job?

A. very poor | poor | average | good | very good

Question: How well can he/she do with independent living skills?

B. very poor | poor | average | good | very good

Question: How did this individual compare with others in high school?

C. very poor | poor | average | good | very good

65. PARENT

Question: How would you rate your child's high school program?

A. very poor | poor | average | good | very good

Question: How do you feel your child is doing on the job/ workshop?

B. very poor | poor | average | good | very good

Question: How well is your child able to live independently and take care of himself/herself?

C. very poor | poor | average | good | very good

INTERVIEW SUMMARY

Reaction of subject to interview:

Interviewers appraisal of subject's current adjustment:

General home conditions:

Subject's personal appearance:

Other Comments:

Release of Information Form
for Follow-Up Study Conducted by
the Keystone Area Education Agency

The purpose of this study of former students in work-study programs has been explained to me. I realize that the results of this study will be used to help improve the school program. The information that I provide is confidential and will not be reported in such a manner as to identify me as part of this study.

I give my permission for information that I provide to be used as part of this study.

Signed _____ Date _____

APPENDIX B

Keystone Area Education Agency
Division of Special Education

Vocational/Social Outcomes With Mentally Handicapped Adults
- Longitudinal Study -

Interview (Short Form)

Name _____ Date of Interview _____

Address _____ City _____ Telephone _____

I'm Mr./Ms. _____ from the Keystone Area Education Agency. Last year we visited about what you had been doing after graduation from high school. Each year you will be asked a few questions which will assist us in our study and help improve high school work experience programs. Again, this information is confidential and your name will be withheld from the study.

ADDITIONAL COMMENTS

1. Are you currently employed - Yes - No

   Where?

   Working Hours - Schedule:

2. Have you changed your job since I visited with you last year? If so, why?

3. How many weeks (or months) have you worked since our last visit? - (Base on 12 months)

4. How much did you make last year?_____
   (Estimate - 12 Month Gross)

   What is your present wage?_____

   Explain: Increase or Decrease

ADDITIONAL COMMENTS

5. What part of your living expenses do you pay?

   (1) All
   (2) 75%
   (3) 50%
   (4) 25%
   (5) None

6. Have you attended any type of school and/or training since our last visit? Details:

7. Current Housing Status:

8. Was there a residence change? Explain:

9. Change in marital status? Explain:

10. Did you vote in the last Presidential Election?

11. a. Have you made any new loans? _____ Explain:

    B. Still paying old ones? _____

12. What do you like to do best in your spare time?

    _____

(If unemployed) Interviewer will state present vocational/social status of student and prescribe needed prerequisites which would allow student to become employed. "Employed may include workshops, sheltered facilities and other areas."